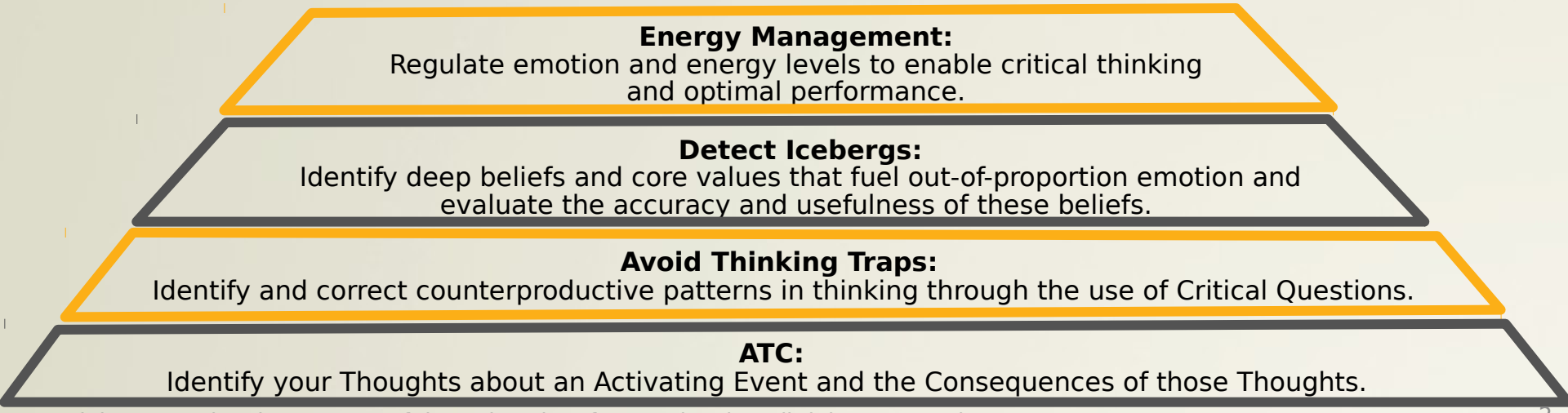
COMPREHENSIVE SOLDIER FITNESS

STRONG MINDS ★ STRONG BODIES

Resilience Training

Lesson 3

Review


Energy Management:
Regulate emotion and energy levels to enable critical thinking and optimal performance.
Detect Icebergs:
Identify deep beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs.
Avoid Thinking Traps:
Identify and correct counterproductive patterns in thinking through the use of Critical Questions.
ATC:
Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.

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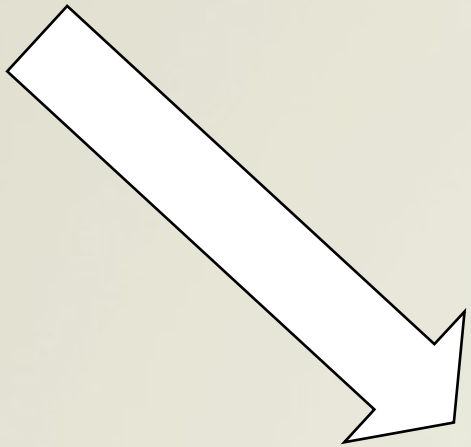
A - C Model: Incorrect Perception

Activating Event
The trigger: a challenge, adversity, or positive event



Consequences: ER
E: Emotions
R: Reactions

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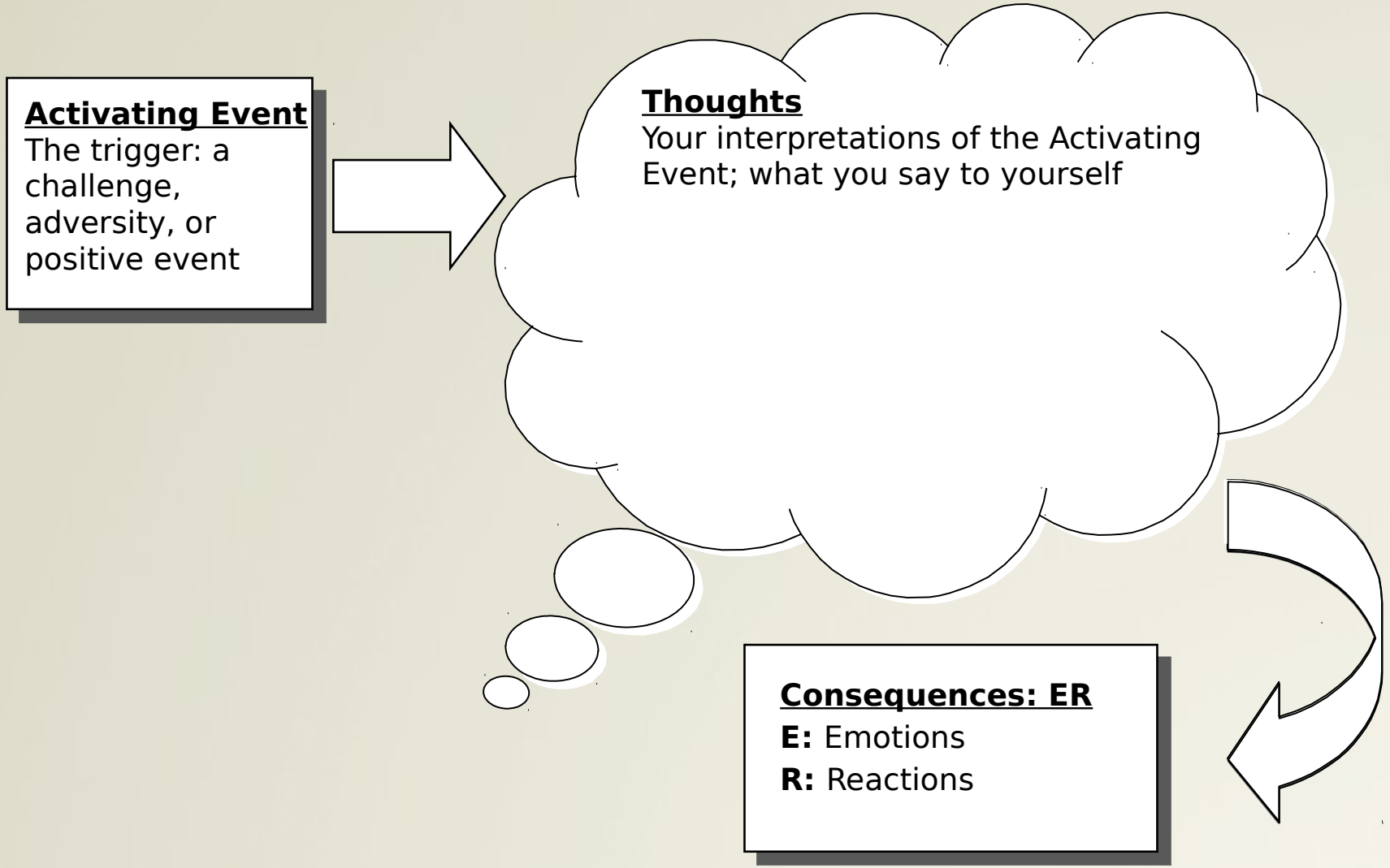
ATC Model


Activating Event
The trigger: a challenge, adversity, or positive event
Thoughts
Your interpretations of the Activating Event; what you say to yourself
Consequences: ER
E: Emotions
R: Reactions

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ATC Model and Thinking Traps

Activating Event
The trigger: a challenge, adversity, or positive event

Thoughts
Your interpretations of the Activating Event; what you say to yourself

- **Jumping to Conclusions**
- **Mind Reading**
- **Me, Me, Me**
- **Them, Them, Them**
- **Always, Always, Always**
- **Everything, Everything, Everything**

Iceberg Beliefs:
Deep seated beliefs or core values

Consequences: ER
E: Emotions
R: Reactions

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Problem Solving

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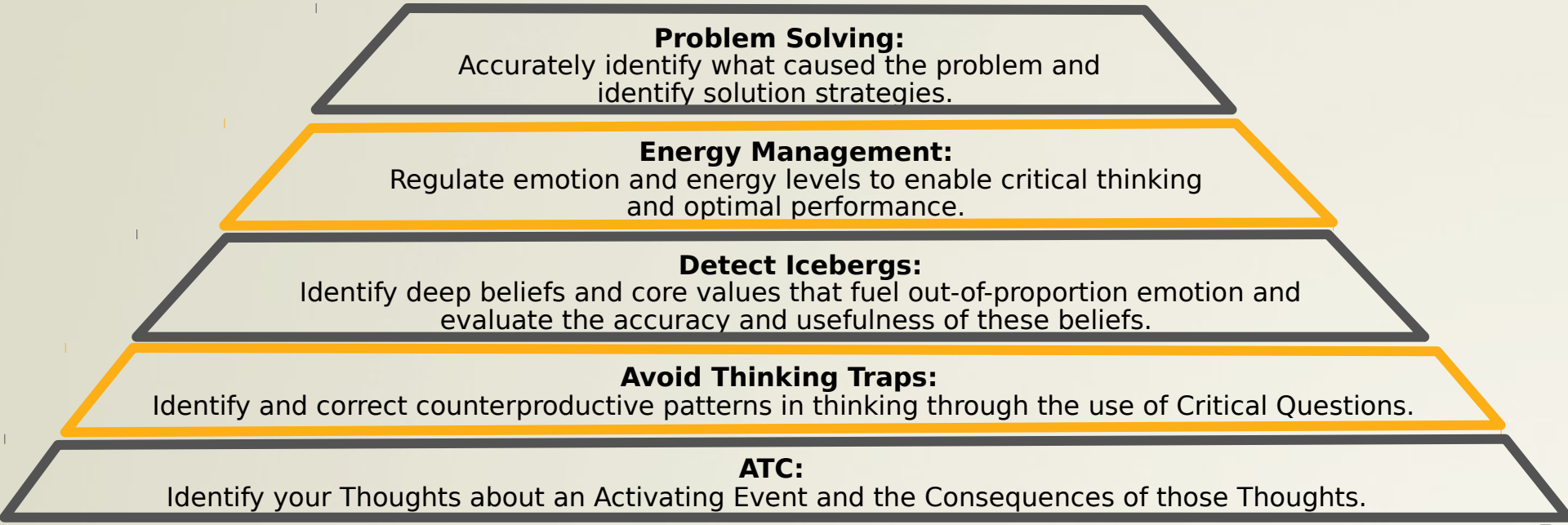
Problem Solving


Problem Solving:
Accurately identify what caused the problem and identify solution strategies.
Energy Management:
Regulate emotion and energy levels to enable critical thinking and optimal performance.
Detect Icebergs:
Identify deep beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs.
Avoid Thinking Traps:
Identify and correct counterproductive patterns in thinking through the use of Critical Questions.
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Problem Solving: B.L.U.F.

- Problem Solving helps to build Mental Agility.
- You first have to understand a problem before you can effectively solve it.
- Being successful requires that you're able to solve problems effectively without getting bogged down in old habits of thinking.
- The goal is to include any critical information you missed so that you can understand the problem and focus on solution strategies.

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Effective Problem Solving

- Focus on thoughts about WHY the problem happened.
- Identify the contributing factors that caused the problem through Critical Questions and evidence.
- Evaluate which factors are controllable.
- Develop solution strategies that will bring about positive change.

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Gathering Evidence: Not as Easy as it Sounds

- The Confirmation Bias causes us to notice, seek out, remember, and weight the evidence that supports our thoughts and to fail to notice, seek out, remember, and weight the evidence that does not match our thoughts.
- We call this the Velcro/Teflon Effect.
- Evidence that fits our thoughts sticks.
- Evidence that contradicts our thoughts slides off.
- You can have the Confirmation Bias for negative thoughts (e.g., “I am not a good mother.”) and for positive thoughts (e.g., “I am a great mother.”).

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Confirmation Bias

- We are more likely to interpret ambiguous information as supportive of our thoughts.
- We tend not to actively seek evidence that counters our thoughts.
- We weight evidence for and against our thoughts differently.
- Once we find evidence that supports our thoughts, we tend to stop gathering evidence.

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“I’m a loser.”

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"I'm a loser."

Velcro	Teflon
Friends don't talk to me.	Some kids do say Hi to me.
Failed a test	I've passed all the others.
Teachers don't call on me.	Ms. Jones did call on me a couple times last week.
I eat lunch alone	I ate lunch with Sarah last week.

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Fight the Confirmation Bias or Velcro/Teflon Effect

- Tips to fight against the Confirmation Bias or Velcro/Teflon Effect:
  - Distance yourself from your thought. Write it down.
  - Be neutral. Ask fair questions.
  - Consult with others.
  - Prove your thoughts false. What would you notice if you had another thought?

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Problem Solving Steps

Step 1: What's the problem?

Step 2: What caused the problem?

Step 3: What did you miss?

Step 4: What's the evidence?

Step 5: What really caused the problem?

Step 6: What can you do about it?

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Step 1: What's the problem?

Who, what, when, where

- Describe the problem objectively.
  - Who, what, when, where

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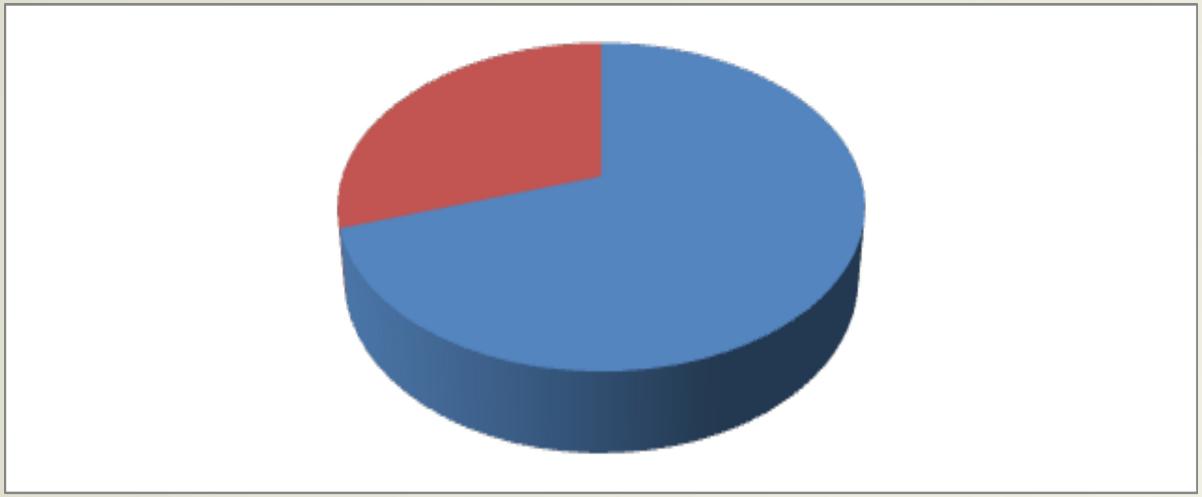
Step 2: What caused the problem?

Next you'll list your heat-of-the-moment thought(s) about what caused the problem and pie chart those thought(s) so that the more the factor(s) contributed to the problem, the bigger the slice.



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Step 3: What did you miss?

- Then, with your partner, you'll use three Critical Questions to identify other factors that may have caused the problem.
  - How did others or circumstances contribute?
  - How did I contribute?
  - What specific behaviors contributed to the problem?

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Step 4: What's the evidence?

- Then, with your partner, you'll discuss the evidence for and against the factors you've identified in Steps 2 and 3. Record critical evidence you identify.

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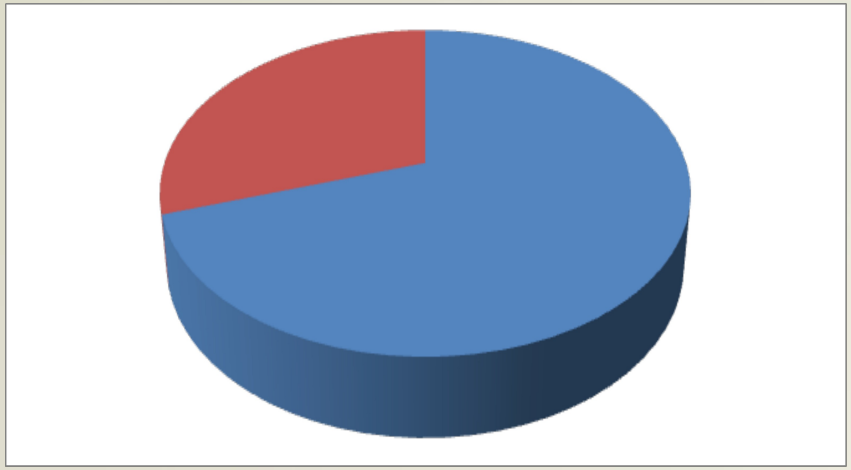
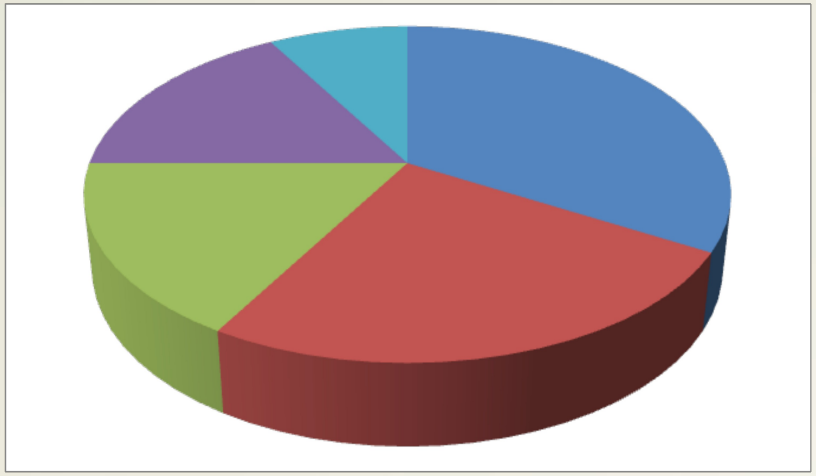
Step 5: What really caused the problem?

- Then you'll list the factors you found evidence to support, and pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice. Put an asterisk next to factors you can control or influence.
- Compare your heat-of-the-moment and accurate pie charts.





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Step 6: What can you do about it?

- Based on your new and more accurate understanding of the problem, briefly identify strategies for solving the problem.
- Make sure the solutions you identified map onto the causes on the pie chart.

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Problem Solving Case Study

You and your better half bought a charming, old house. It has potential but needs work. Walls need to be stripped and painted. Floors need to be sanded. Fixtures need to be replaced. The dream house doesn't look so dreamy and the fantasy of working on it side-by-side seems to be just that . . . a fantasy. You're both busy. He works long hours and sometimes on weekends. When he *is* off on weekends, he wants to spend time on hobbies, with friends, or just relaxing. You see weekends as a chance to make progress on the house. When you talk about working on the house, he always seems to have other plans. You argued about it – again – this morning.

Reivich and Shatté, 2002, *The Resilience Factor*, p. 233.

Step 1: What's the problem? ATC

Who: Me & my spouse

What: We don't work on the house every weekend.
We argue about it.

When: Frequently, to include today

Where: At home

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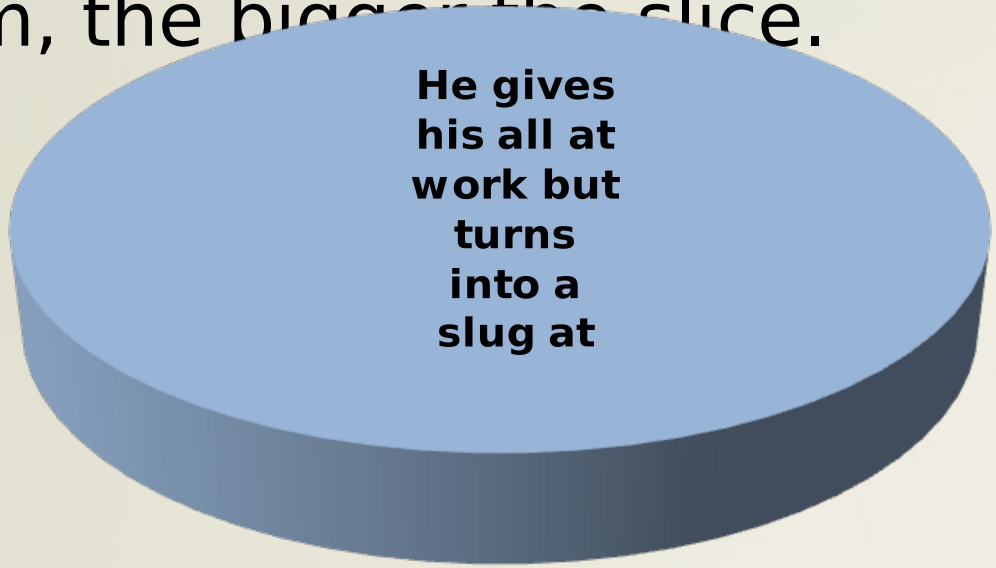
Step 2: What caused the problem?

Next you'll list your heat-of-the-moment thought(s) about what caused the problem and pie chart those thought(s) so that the more the factor(s) contributed to the problem, the bigger the slice.



This is your brain.

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Step 3: What did you miss?

- Then, you'll use three Critical Questions to identify other factors that may have caused the problem.
  - How did others or circumstances contribute?
  - How did I contribute?
  - What specific behaviors contributed to the problem?

- *He does have a lot of demands from work.*
- *The house has some challenging problems.*
- *I was critical of his painting the hallway.*
- *He doesn't seem to enjoy working on the house together.*

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Step 4: What's the evidence?

Discuss the evidence for and against the factors you've identified in Steps 2 and 3. Record evidence you identify.

Evidence for factors from Steps 2 and 3

- *He's told me about all the pressures at work and how stressed he is.*
- *We're not plumbers and we've never refinished hardwood floors before. His painting is uneven.*
- *He doesn't smile or talk much when we work on the house.*

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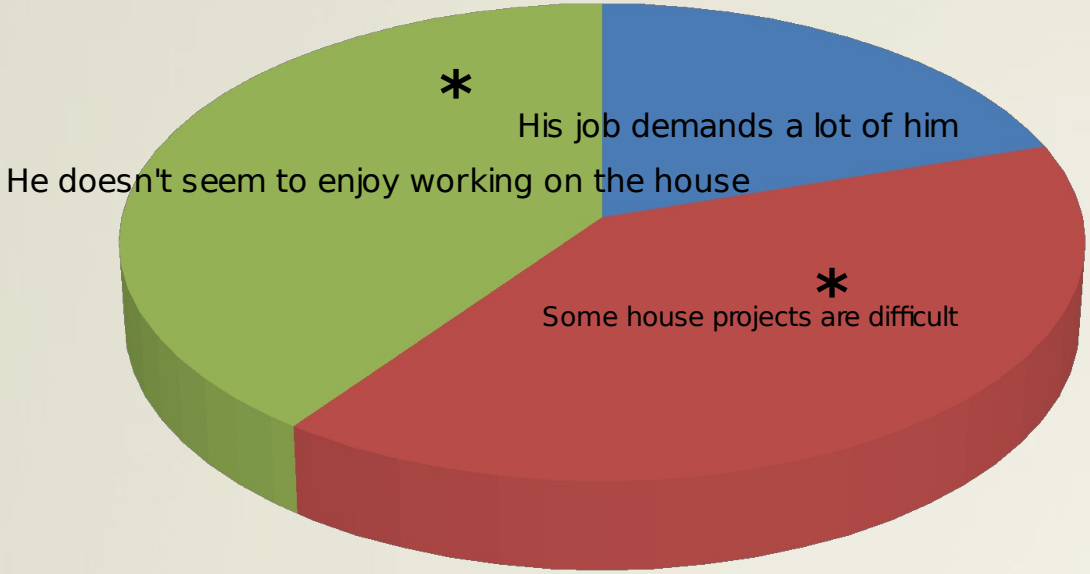
Step 5: What *really* caused the problem?

Then you'll list the factors you found evidence to support, and pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice. Put an asterisk next to factors you can control or influence.



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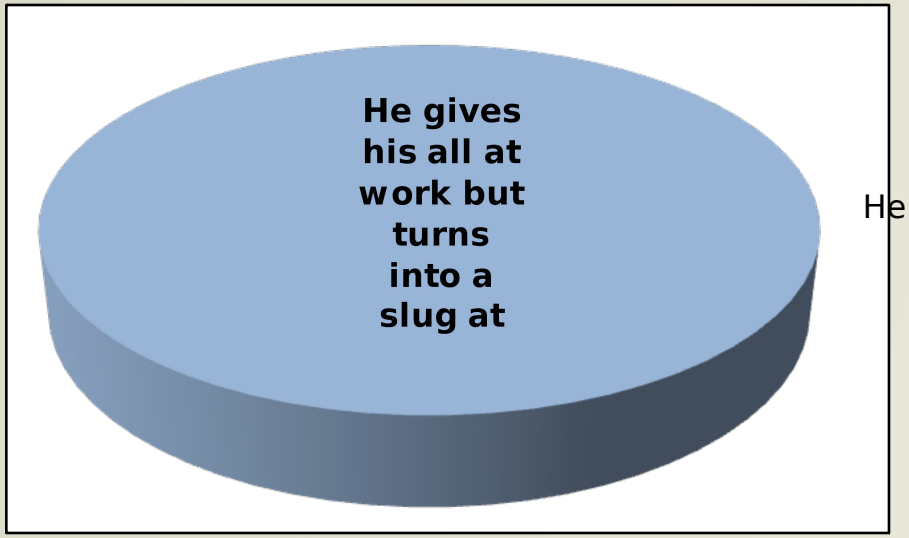
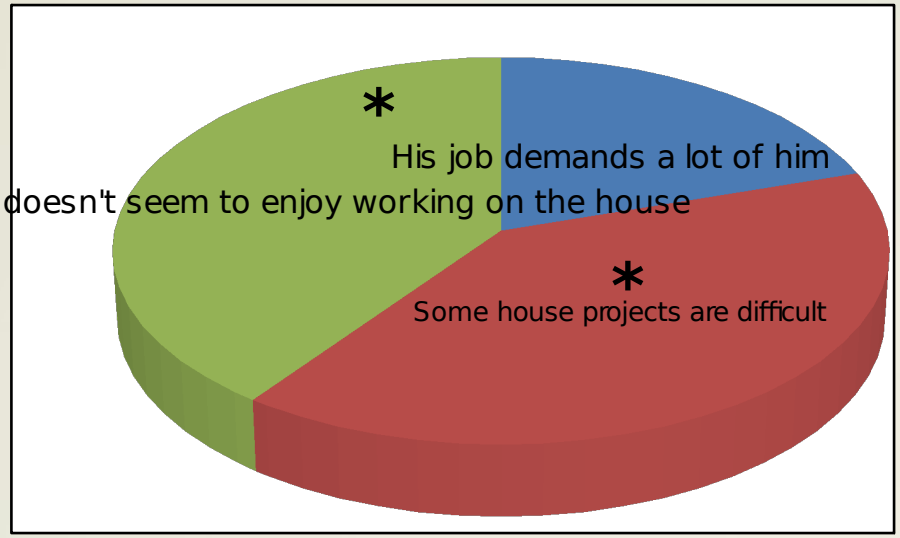
Heat-of-the-moment Chart and Accurate Chart





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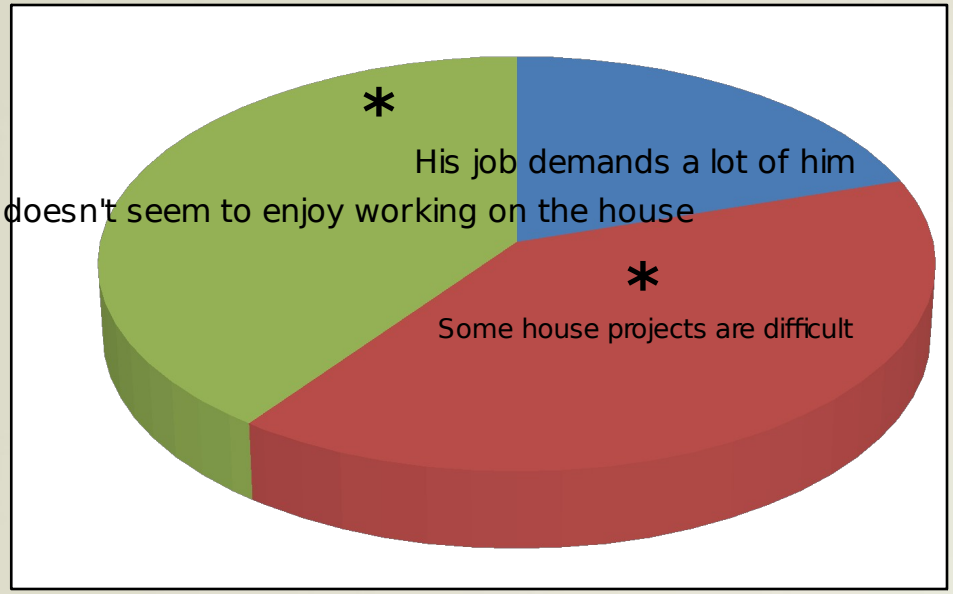
Step 6: What can you do about it?



1. We can buy “how to” books.
2. We can attend classes at Home Depot
3. We can agree to hire help if we get in over our heads.
4. I can be careful about how I critique his work.
5. We can schedule fun things to do after working to a good stopping point.

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Problem Solving: Key Principles

- **Identify the causes**: Use the Critical Questions to identify causes that you initially missed.
- **Avoid the Confirmation Bias (or Velcro/Teflon Effect):** The Confirmation Bias can interfere with accuracy.
- **Slow down**: For problems that don't require quick solutions, slow down and get more information.

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Problem Solving Practice

- *What are some common problems you might need to solve?*
- Activity: In small groups try the process

Step 1: What's the problem?

Step 2: What caused the problem?

Step 3: What did you miss?

Step 4: What's the evidence?

Step 5: What really caused the problem?

Step 6: What can you do about it?

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Problem Solving Debrief

- What did you learn from this?
- Which step in problem solving was most difficult for you?
- Is it easier to help someone else through their problem solving or to work through it yourself?

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Problem Solving: Check on Learning

What is the skill?

Use Problem Solving to increase flexibility and accuracy in thinking about the causes of problems and to develop effective solution strategies.

When do I use it?

Use Problem Solving when you are confronted with a situation that requires a thorough understanding of its causes in order to most effectively solve the problem.

How do I use it?

Use the Critical Questions to identify the factors that caused the problem. Use the tips for avoiding the Confirmation Bias or Velcro/Teflon Effect to gather evidence to determine the accuracy of your thinking. Create a pie chart and develop solution strategies to target what is controllable.

How can your knowledge of Problem Solving help you?

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Put It In Perspective

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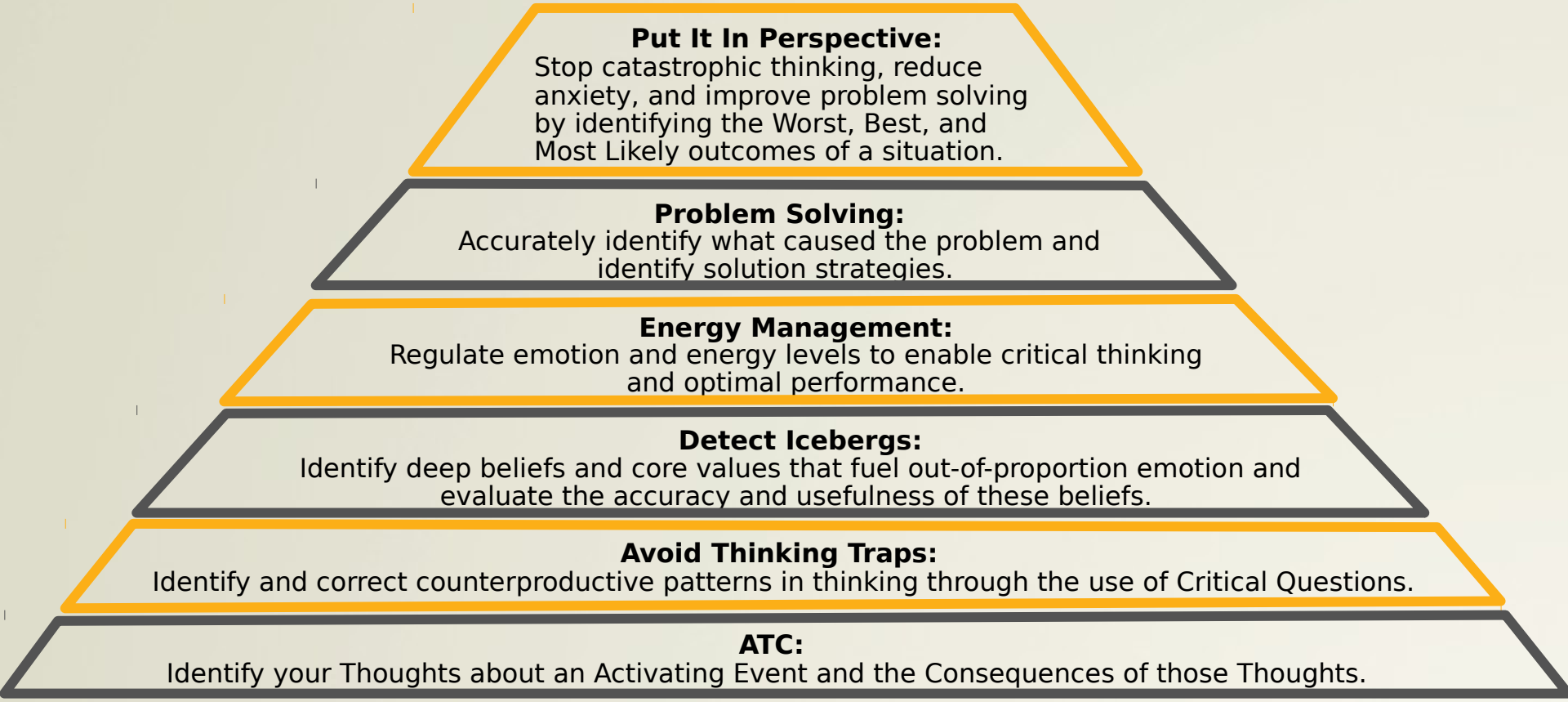
Put It In Perspective


Put It In Perspective:
Stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation.
Problem Solving:
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Put It In Perspective: B.L.U.F.

- Put It In Perspective (PIIP) helps to build Optimism.
- Catastrophizing is when you waste critical energy ruminating about the irrational worst case outcomes of a situation, which prevents you from taking purposeful action.
- PIIP allows you to avoid going in circles, and move on to assess the problem and solve it.
- The goal of PIIP is to lower anxiety so that you can accurately assess the situation and deal with it.

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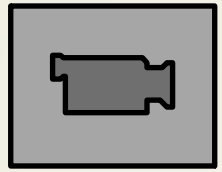
What is Catastrophizing?

- When you waste critical energy worrying about the irrational worst case outcomes of a situation.
- Catastrophizing can be:
  - Downward spiral
  - Circling
  - Scattershot
- Creates high levels of anxiety, decreases focus, and increases helplessness.
- Prevents purposeful action.
- Contingency planning is productive. Catastrophizing is counterproductive



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Put It In Perspective: What's the goal?

- The goal of PIIP is to lower anxiety so that you can accurately assess the situation and deal with it.
- The goal is NOT to pretend "all is well," to deny real problems, or to take away anxiety completely.

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Put It In Perspective Steps

Step 1: List worst case outcomes.

Step 2: List best case outcomes.

Step 3: List most likely outcomes.

Step 4: Identify plan for dealing with most likely.

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Put It In Perspective Case Study

Your 9 year old son was outside playing on a Saturday. When you called him to come in for dinner, there was no answer. That was 1 hour ago, and you still haven't seen or heard from him.

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Worst Case Scenario Thinking (WCST)

- He wandered away from the neighborhood.
- He got hurt and can't make it home.
- He's in pain and scared.
- A stranger will offer to help, and he'll accept.
- He'll be abducted.
- We'll never see him again.
- I'll never forgive myself for not watching him.
- I'll live with shame & guilt the rest of my life.

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PIIP Step 1: WCST

1. List “Worst Case” as chain. Keep asking “And then what happens?”
2. Don’t stop until you’ve exhausted what is running through your head.
3. Rate your mood, focus, and energy level while you are in WCST.

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Best Case Scenario Thinking (BCST)

- He found a lost little kid wandering the in the street.
- He searches for the parents, and returns the child.
- They give him a big reward.
- The newspaper runs a story about him.
- He receives an award.
- He dedicates his life to helping others.
- He starts a non-profit to help homeless kids.
- He receives the Presidential Citizens Medal.
- He’s famous and everybody adores him.
- He gives all credit to his parents.

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PIIP Step 2: BCST

1. List “Best Case” as chain.
2. Don’t stop until you run out of ideas.
3. Rate your mood, focus, and energy level while in the midst of creating the positive outcomes.

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Most Likely Scenario

- He's at a friend's house playing Xbox and doesn't have his cell phone.
- He lost track of time.
- He'll come home when he gets hungry, or
- He'll call and ask to stay for dinner.

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PIIP Step 3: Most Likely Scenario

1. List the Most Likely outcomes, focusing on emotions, behaviors, and other people.
2. Check for accuracy. Move to different column, if necessary.
3. Rate your mood, focus, and energy level while creating the Most Likely list.
4. Develop plan for dealing with the Most Likely outcomes.

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Develop a Plan of Action

- I'll call around and find him.
- I will have him come home immediately.
- We'll have a serious talk about this.
- I'll have him decide how he'll prevent this from happening again.

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PIIP Step 4: Plan of Action

1. Develop a plan for dealing with the Most Likely outcomes.
2. If necessary, briefly develop a plan for preventing Worst and increasing Best (BRIEFLY!)

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PIIP: Key Principles

- **Catastrophizing depletes energy**: Catastrophizing depletes energy, stops problem solving, and generates unhelpful anxiety.
- **Order matters**: Stop catastrophizing by looking at the Worst, then generating the Best—both of which help you to focus on the Most Likely.
- **Make a plan**: Once you are focused on the Most Likely, create a plan for dealing with

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PIIP Practice

- Pick a common AE that can trigger catastrophizing:
  - Fight with spouse or friend and they end the call abruptly
  - You receive a negative performance eval.
- Practice PIIP:
  - Capture WCST
  - Create BCST
  - Identify Most Likely Scenario
  - Develop plan for dealing with Most Likely Scenario

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Put It In Perspective: Debrief

- What did you learn through this exercise?
- Which was the most difficult to create (Worst, Best, Most Likely)? Why?

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Put It In Perspective: Check on Learning

What is the skill

PIIP is a method to stop catastrophic thinking and deal with the most likely implications.

When do I use it

Use PIIP when you are “making a mountain out of a molehill” or “making a Himalaya out of a mountain.”

How do I use it

List the Worst Case, Best Case, and then identify the Most Likely outcomes and develop a plan for dealing with them.

How can PIIP make you a better spouse or parent?

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Real-time Resilience

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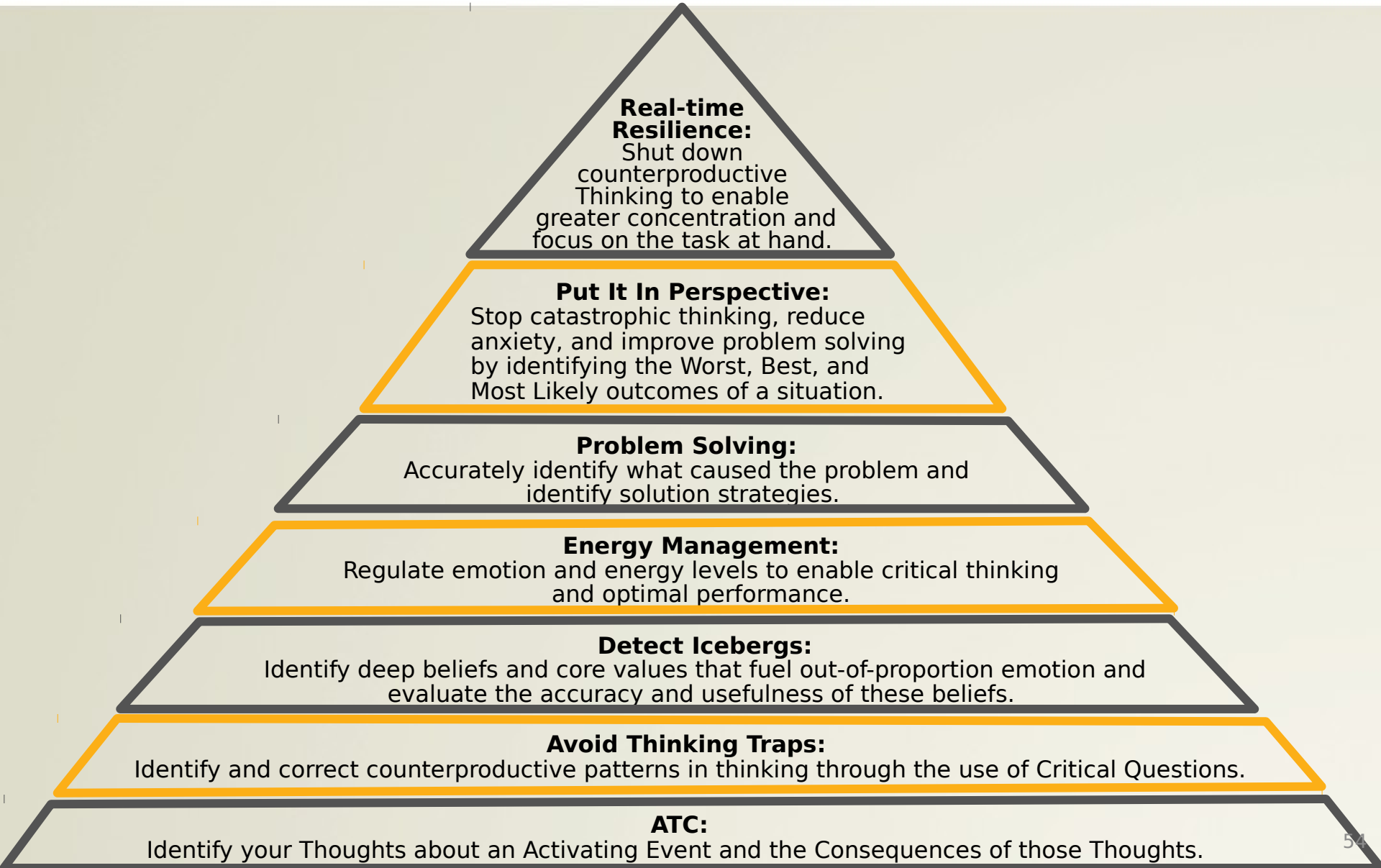
Real-Time Resilience


Real-time Resilience:
Shut down counterproductive Thinking to enable greater concentration and focus on the task at hand.
Put It In Perspective:
Stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation.
Problem Solving:
Accurately identify what caused the problem and identify solution strategies.
Energy Management:
Regulate emotion and energy levels to enable critical thinking and optimal performance.
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Real-time Resilience: B.L.U.F.

- Real-time Resilience helps to build Optimism.
- Real-time Resilience involves proving your counterproductive thoughts false with evidence, thinking optimistically, and putting the situation in perspective.
- Real-time Resilience is the skill of fighting back against counterproductive thoughts as soon as they occur so you remain task-focused and motivated.

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Real-time Resilience

- Challenge counterproductive thoughts as they occur.
- Use it to get back to the task at hand.
- Use it to prepare for an anticipated Activating Event.
- This is an **internal** skill.
- This is **not** to be used out loud.
- This is **not** a tool for arguing with others.

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Negative Self-Talk

I'm not getting through to them.

I really botched this lesson.

I have no credibility with them.

I feel like an imposter.

Skill Building through Sentence Starters

- Use evidence to prove the thought is false.
  - *That's not (completely) true because….*
- Generate a more optimistic way of seeing it.
  - *A more optimistic way of seeing this is…*
- Put It In Perspective.
  - *The most likely implication is… and I can…*

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Real-Time Pitfalls

Common mistakes made while learning the skill

- Dismissing the grain of truth
  - One time, one thing
- Minimizing the situation
  - The situation does matter
- Rationalizing or excusing one's contribution to a problem
  - Take responsibility

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Real-time Resilience Group Practice

- Generate negative thoughts.
- Model a good use of the skill by fighting each of the negative thoughts with one of the sentence starters, or model a pitfall.
- Help craft a stronger response if the initial response is weak or includes a pitfall.

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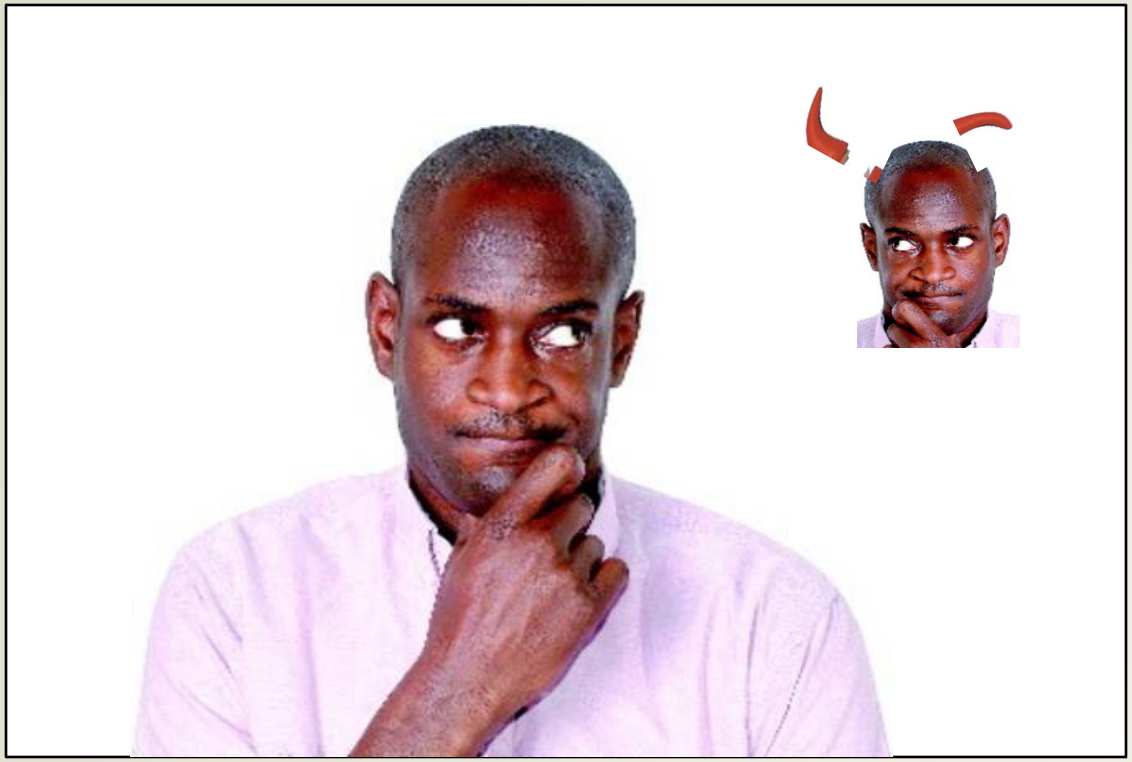
Real-time Advanced Level: Demonstration



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RTR Demonstration Debrief

Think of three words that capture what you just saw.

Student Guide, p. 26.

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When would you use Real-time Resilience?

- What are examples of situations in which RTR will be most helpful to you?

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Real-time Resilience: Key Principles

- **Practice:** Real-time Resilience takes ongoing practice.
- **Accuracy over speed:** Focus on accuracy and passing the gut test, not speed.
- **Learning curve:** The pitfalls are common and part of the learning process.
- **Do-over:** When you hear a pitfall, pause and generate a stronger response.

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Real-time Resilience Partner Practice

- Try to:
  - Use Evidence to prove the thought is false.
  - Generate a more optimistic way of seeing it.
  - Put It In Perspective.
- Avoid:
  - Dismissing the grain of truth.
  - Minimizing the situation.
  - Rationalizing or excusing one's contribution to a problem.

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Real-time Resilience: Debrief

- What did you learn from practicing this skill?
- What was difficult for you in practicing this skill?
- Which sentence starter was most effective for you in challenging your thoughts?

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Real-time Resilience: Check on Learning

What is the skill

Real-time Resilience (RTR) is an internal skill to shut down counterproductive thinking and build motivation and focus on the task at hand.

When do I use it?

Use RTR when your thoughts are distracting you from an immediate goal or task.

How do I use it

Respond to your negative thoughts in the heat of the moment by providing evidence against the thought, by generating a more optimistic way of seeing it, or by Putting the thought In Perspective. Watch out for common pitfalls.

When will Real-time Resilience be helpful to you in your personal or professional life?

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Resilience Skills in Practice

- How can you use each of the seven Skills as a spouse, parent, friend, family member?
  - ATC
  - Avoid Thinking Traps
  - Detect Icebergs
  - Energy Management
  - Problem Solving
  - Put It In Perspective
  - Real Time Resilience
- Are there any potential pitfalls in using these skills?

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